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AUTHOR Bourn, Ken
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ABSTRACT

Forty-nine high-risk students enrolled in basic skills development classes at Essex Community College were evaluated on self-concept growth as shown by pre- and post-tests with the Tennessee Self Concept Scale (TSCS), by an open-ended self-evaluation questionnaire, and by improvement in grade point average (GPA). The developmental classes--non-credit, individualized, programmed laboratory experiences--utilized individual learning contracts which required each student to work toward a self-defined resolution of his skill deficiencies as he perceived them. At program conclusion, more than 70% of students maintained or improved their self-concept as indicated by the TSCS and questionnaire responses. Eight percent of students showed GPA declines, while 48% earned average or above average GPA. Eighteen of the average GPA students had been considered particularly high-risks when they entered the program. No GPA comparison was made for 28 participants who were first semester students. In the standardized reading evaluation, 40 students showed improvement. Sixty-four percent exhibited vocabulary growth and 46% showed gains in reading comprehension. Student progress is reported for each student and a copy of the learning contract is included. (IR)

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SELF CONCEPT DEVELOPMENT

FOR

HIGH RISK STUDENTS IN THE COMMUNITY COLLEGE

JC 780 236

Ken Bourn

SELF CONCEPT DEVELOPMENT FOR HIGH RISK STUDENTS IN THE COMMUNITY COLLEGE

1978, Ken Bourn

"I don't mind being bone and feathers, Mom. I just want to know what I can do in the air and what I can't, that's all. I just want to know."

High risk students in the community colleges are not unlike Jonathan Livingston Seagull. They want to know what they can do in academia; they want to know how successful they can be. To learn what they can be, they must first learn what they are. "Know thy self" is the first step.

A positive learning environment will not only assist in making this first step significant and secure, but it will stimulate the growth of a clear and positive self concept on the part of the student. The positive self concept growth will act as a stimulant to further development academically and socially. Resulting from this is a cycle of self perpetuating improvement. Good begats good.

In 1976, the first study in this triad was filed as ERIC report ED 129-394. The 1977 study was identified as ED 140-878. It is advisable that these items be reviewed in light of this final report.

THE HYPOTHESIS

An effective basic skills development program will result in a measurable change in the student's self concept.

THE SAMPLE

Fourty-nine students enrolled in basic skills development classes were used for this study. In each case the students selected the class because of their academic needs and their personal obligations outside of the college. There was no effort to select the students nor to match them with a control group. This study was self-contained, dealing with self concept growth and academic stimulation.

THE PROCEDURE

The TENNESSEE SELF CONCEPT SCALE was selected as the objective scale for measuring the change in the student's self concept. This scale acknowledges Abraham Maslow's contention that a positive level of self-esteem is the final prerequisite for self-actualization. Therefore, it is self concept which serves as an index or criterion of self-actualization. The greatest resource in the rehabilitation of any individual is the individual himself. This rehabilitation is a process of helping the individual to utilize and actualize his own potentialities. This scale has a wide variety of studies related to it.

Disadvantages of the TENNESSEE SELF CONCEPT SCALE are that it tries to measure a subjective intangible and that is a verbal paper-and-pencil situation.

As a part of this initial interview, the TENNESSEE SELF CONCEPT SCALE by Dr. William H. Fitts was administered to each student. The basic skills development program at Essex Community College in Baltimore County, Maryland, is identified as Learning Skills - Reading 021. It is a three hour, non-credit, individualized, programmed laboratory experience. During personal interviews each student is contracted to work toward a self defined resolution of his skill deficiencies as he perceived them.

A copy of this LEARNING SKILLS CONTRACT follows:

BASIC SKILLS CONTRACT

1 Name:

Date:

Phone:

3 Observable behavior which will indicate that the problem no longer exists:

Third level goal:

Second level goal:

First level goal:

2 Observable behavior which indicates that there is a problem:

ORAL CONTRACT:

"I agree to be honest even though at times it may be difficult to do so."

"I agree to be responsible for my behavior when we are together and when I am outside of this interview."

Student signature:

Reinforcers:

_____ factual report

_____ change in feeling and attitude

_____ change in environment

_____ verbal support by the instructor

Follow up:

_____ modify the contract

_____ set a new contract

_____ discontinue the program

The student first affixes his name, the date and his phone number to the upper right hand corner of the Learning Skills Contract. Secondly, the student writes a description of the observable behavior which indicates to him that there is a problem in the space provided. A Reading Specialist can glean a great deal of information from the way a student expresses his feelings about his weaknesses. After describing his problem, the student then moves his attention up the paper to the area numbered three. At this point, the student identifies the observable behavior which will indicate to him that the problem no longer exists. Once again, the Reading Specialist has insight into the student's situation as he sees it and as it exists in relation to the world of reality. With the student, the instructor reads the Oral Contract; discussion may follow and the student signs the contract.

In conference with the student, the instructor evaluates the student's problem and his goal. Easily achievable "middle" goals are assigned to the student by the instructor. These assignments are written into the contract as the first, second and third level goals. Working up the paper, from the problem to the solution has a positive psychological effect.

Reinforcers are discussed between the instructor and the student. More than one reinforcer may be used in a contract. If the decision is to use factual reports as a reinforcer, testing with standardized tests is in order. The instructor should help direct the student to the reinforcers which would be most rewarding to the student. Some students do not do well in testing situations. Counseling relative to the student's change in feeling and attitude may be a rewarding reinforcer. Warmth and understanding can be very helpful to a student with a low self concept. Material rewards are common forms of behavior modification; they may also be very dangerous traps for both the student and the instructor. The instructor needs to stay aware of his limitations and those of the student while trying to help the student become independent.

Verbal support from the instructor may be all the student needs to overcome a history of hostile educational situations. As many honest reinforcers should be used as possible.

Evaluation of the student's contracts was made (1) upon request of the student, (2) as established goals were reached, or (3) on a weekly basis. The conclusion of the evaluation resulted in the establishment of a revised contract or reaffirmation of the existing contract. Personal circumstances, areas of interest, and levels of success were justification for adjustment in the level, speed, scope or even the subject of the student's efforts. This adjustment is recorded in the follow-up area of the contract form. In this way, each contract is terminated before a new contract is undertaken. A student would be working on only one contract at a time. However, the student may terminate a contract at any point in the contract and set forth on a new contract.

Acceptance of the student's evaluation of himself as the focal point for contracting throws the onus of responsibility squarely on the shoulders of the student. Many students have never before been the masters of their areas of learning. The instructor counsels the student as to the possible consequences of his choices; however, the contract is one between equal partners in the educational process.

The instructional method and materials used in this program are not unique. In this study, most of the materials were student course related texts or trade manuals having a high probability of immediate reward and removing the need for transfer learning. The instruction was casual tutoring to an immediate need, or programmed review of tutored skills for the purpose of mastery. The subject of the text or manual was not tutored - the use of the text was tutored. Vocabulary, comprehension, spelling, writing and speed skills were at the base of most tutoring.

Mid-semester course evaluations were rendered by the students and adjustments were made. At the end of the semester the TENNESSEE SELF CONCEPT SCALE was administered again, and an open ended subjective success questionnaire was completed by each student.

INTERPRETATION

Interpretation of the TENNESSEE SELF CONCEPT SCALE results were as follows:

(1) The pretest totals for each of the fifteen subtests were determined by adding the results of each of the six items identified within each subtest.

(2) Calculation of the potential growth was accomplished by subtracting the pretest total from 450. (Each item is rated from one to five. There are six items in each of the fifteen subtests.)

(3) The post test totals were determined in the same manner as the pretest totals after the sixteen week instructional period.

(4) Actual growth for each student was ascertained by subtracting the pretest score from the post test score.

(5) Extent of the student's self concept change is rated as a percent of the actual growth score in relation to the potential growth.

RESULTS OF THE TENNESSEE SELF CONCEPT TEST

The percent of growth of the 49 students in the study ranged from negative 23 to positive 52, a total range of 75 units. Below is a chart indicating the specific figures.

STUDENT	PRE-TEST	POTENTIAL GROWTH	POST TEST	ACTUAL GROWTH	PERCENT CHANGE
1	345	105	344	-1	0
2	375	75	381	6	8
3	317	133	344	27	20
4	368	82	390	22	26
5	435	15	340	-95	-21
6	315	135	330	15	11
7	340	110	295	-45	-13
8	316	134	382	66	48
9	361	89	397	36	40
10	329	121	277	-52	-16
11	320	130	369	49	37
12	352	98	367	15	15
13	301	149	301	0	0
14	297	153	323	26	11
15	336	114	355	19	16
16	345	105	344	-1	0
17	325	125	349	24	18
18	331	119	267	-64	-19
19	306	144	308	2	0
20	351	99	384	33	33
21	334	116	319	-15	-4
22	384	66	373	-11	-2
23	327	123	338	11	9
24	316	134	315	-1	0
25	299	151	316	17	11
26	349	101	325	-24	-23
27	353	97	314	-39	-11
28	365	85	350	-16	-4
29	377	73	366	-11	-3

STUDENT	PRE-TEST	POTENTIAL GROWTH	POST TEST	ACTUAL GROWTH	PERCENT CHANGE
30	343	107	387	44	41
31	318	132	383	65	49
32	354	96	352	-2	0
33	329	121	311	-18	-5
34	[illegible]	119	386	55	47
35	301	149	311	10	8
36	311	139	313	2	0
37	363	87	357	6	-0
38	319	131	338	19	14
39	343	107	341	-2	0
40	313	137	343	30	21
41	345	105	400	55	52
42	312	138	317	5	3
43	190	260	282	92	35
44	329	121	334	5	4
45	315	135	360	45	44
46	282	118	299	17	14
47	419	31	377	42	-10
48	352	98	335	17	-11
49	314	136	325	11	8

Reports of the open ended subjective success questionnaire were all positive. Each showed a growth in the student's self concept as seen by the student. The change in students' quality point average was also used as an element in the evaluation. Four students, 8 percent, in the study showed drops in quality point averages. No comparison could be made for 28 students because this was the students' first semester in college. Eighteen students, 36 percent, in the study showed average college quality point averages even though they had been rated as high risk students when they entered the program. Six students, 12 percent, showed a quality point average far above the average. In the standardized reading evaluation,

40 of the 49 students studied showed change. Thirty-three of the students averaged a growth of a grade and a half in vocabulary while two students showed an average loss of one grade level. Twenty-three students showed an average growth of more than two years in comprehension. Interestingly, seven students registered a total loss of eight grade levels, an average of slightly more than one grade level, in comprehension. In every area a positive reflection was shown.

Findings in each of these areas have their greatest meaning when they are placed in relation to each other. These findings follow.

The percent of change for the first student in self concept was of no significance. In the open ended subjective success questionnaire, the student stated, "I have learned to be patient and to understand what I read in a textbook by using certain techniques". Although this was the student's first semester in college, an average quality point was achieved. The standardized reading evaluation indicated a three grade level growth in vocabulary and a two year growth in comprehension.

The percent of change for the second student in self concept was 8 percent in a positive direction. In the open ended subjective success questionnaire, the student stated, "I do not know whether or not I have had complete success with the project I was working on in class; however, I do know I learned quite a bit and I have a lot more to learn. This class has truly helped me and I am really glad I took it. Actually the class style and procedure had a beneficial effect on my attitude". No comparison of quality point average could be made for this student because this was his first semester in college. The standardized reading evaluation indicated a loss of half a grade level in vocabulary and a growth of four grade levels in comprehension.

The third student's percent change in self concept was 20 percent in a positive direction. In the open ended subjective success questionnaire, the student stated, "I don't feel I have improved as much as I should. I did not put enough time into my work and therefore I did not learn as much. But, I know that I can improve if I review all of my work again". No comparison of quality point average could be made for this student because this was his first semester in college. The standardized reading evaluation indicated a growth of three grade levels in vocabulary and two and a half grade levels in comprehension.

The percent change for the fourth student in self concept was 26 percent in a positive direction. In the open ended subjective success questionnaire the student stated, "I have been doing better in my reading and vocabulary. My study habits have been much better and successful". Although this was the student's first semester in college an average quality point average was achieved. The standardized reading evaluation indicated minimal growth in vocabulary, however, one grade level of growth in comprehension.

The percent change in self concept for the fifth student was a negative 21 percent. In the open ended subjective success questionnaire, the student stated, "I learned some new vocabulary words, learned some meanings of words I didn't know. I also learned some grammar that I had problems with in writing compositions. But I still need help in reading in knowing and understanding what I have read". Although this was the student's first semester in college the quality point of above average was achieved. The standardized reading evaluation indicated a full grade level of growth in vocabulary and minimal growth in comprehension.

The percent change in self concept for the sixth student was 11 percent in a positive direction. In the open ended subjective success questionnaire,

the student stated, "Well, I found that this program has helped me in most of my tests after I finished the 'How to Read a Textbook' tape. It really helped me a lot. After I finished 'How to Take an Exam', I was doing even better". No comparison of quality point average could be made for this student because this was his first semester in college. The standardized reading evaluation indicated a one grade level of growth in vocabulary and a one grade level lose in comprehension.

The seventh student showed a negative 13 percent growth in self concept. In the open ended subjective success questionnaire, the student stated, "I found that the more I read the faster I can read and my interest grows in reading". A drop in quality point average was recorded in part because the student increased the hours of credit carried fivefold. The standardized reading evaluation indicated minimal growth in both vocabulary and comprehension.

The eighth student showed a positive growth of 48 percent in self concept In the open ended subjective success questionnaire, the student stated, "I feel I have learned some more vocabulary. Taking one of the tests I have seen views of myself which I had never seen before. My other classroom work and overall grades have improved as well". Although this was the student's first semester in college, an above average quality point was achieved. The standardized reading evaluation indicated a two grade level growth in both the vocabulary and the comprehension areas.

The percent of change for the ninth student in self concept was 40 percent in a positive direction. In the open ended subjective success questionnaire, the student stated, "Well, I think this program has helped me in getting the extra studying time which I needed in order to excel in my studies". Although this was the student's first semester in college his quality point average was higher than average. The standardized reading evaluation indicated a one grade level of growth in both vocabulary and comprehension.

The tenth student showed a 16 percent change in a negative direction. In the open ended subjective success questionnaire, the student stated, "I have found some of my basic problems and am trying to solve them. I have a better outlook on myself - I am successful". The quality point average showed a minimal growth from the previous semester. The standardized reading evaluation indicated a minimal growth in vocabulary and a minimal loss in comprehension.

The eleventh student showed a 37 percent positive growth in self concept. In the open ended subjective success questionnaire, the student stated, "I have found that working with more difficult vocabulary books my comprehension has improved". No comparison of quality point average could be made for this was the student's first semester in college. The standardized reading evaluation indicated no growth in vocabulary and only a minimal growth in comprehension.

The twelfth student showed a self concept growth of 15 percent. In the open ended subjective success questionnaire, the student stated, "Well, before I did not like to read because I could not understand what I was reading, but now after learning how to read, I read a lot. In the beginning of the semester I dropped behind in history but after a few weeks in class I was able to catch up". No comparison of quality point average could be made for this was the student's first semester in college. The standardized reading evaluation indicated one grade growth in vocabulary and one grade drop in comprehension.

The thirteenth student showed no change in self concept during the semester. In the open ended subjective success questionnaire, the student stated, "I have learned I can do college work if I spend time studying and reviewing. I have learned not to take too many reading courses. I have improved my vocabulary and comprehension a lot since high school". Although this was the student's first semester his quality point average was above average.

The standardized reading evaluation indicated a two grade growth in vocabulary and a grade and a half growth in comprehension.

The fourteenth student grew 11 percent in self concept. In the open ended subjective success questionnaire, the student stated, "After moving to my new country I found myself in a difficult situation - mostly with the native language. Do to cooperation of American teachers and friends, I am very proud of where I am. I need improvement in vocabulary; however, courses like these give me a great deal of help". Although this was the student's first semester in college an average quality point was achieved. The standardized reading evaluation indicated a grade growth in vocabulary but a grade lose in comprehension.

The fifteenth student moved 16 percent in a positive self concept direction. In the open ended subjective success questionnaire, the student stated, "The things that helped me were the tapes on comprehension, textbook reading and time scheduling". No comparison of quality point average could be made for this student because this was his first semester. The standardized reading evaluation indicated a growth of three grade levels in vocabulary but no change in comprehension.

The sixteenth student showed no change in self concept. In the open ended subjective success questionnaire, the student stated, "I feel that I have been successful because I have broadened my vocabulary and I have done well in classes". No change was shown in the student's quality point average. The standardized reading evaluation indicated a grade growth in vocabulary and more than three years growth in comprehension.

The percent of change for the seventeenth student in self concept was 18 percent in a positive direction. In the open ended subjective success questionnaire, the student stated, "I have done better because I can spell and read a lot better and I enjoy reading now". No comparison of quality

point average could be made for this student because this was his first semester in college. The standardized reading evaluation indicated no change in either vocabulary nor comprehension.

The eighteenth student showed a 19 percent negative growth in self concept. In the open ended subjective success questionnaire, the student stated, "I feel I was pretty successful. I liked the way the course was taught. Most of the methods worked very well". The quality point average of this student was significantly above the average. The standardized reading evaluation indicated a growth of three grades in vocabulary and two grade levels in comprehension.

The nineteenth student showed no change in self concept. In the open ended subjective success questionnaire, the student stated, "I have found that I have improved my vocabulary greatly. I have learned to read much better and comprehend more". Although this was the student's first semester in college an average quality point was achieved. The standardized reading evaluation indicated a growth of one and a half grade levels in vocabulary and one grade level growth in comprehension.

The twentieth student showed a 33 percent growth in self concept. In the open ended subjective success questionnaire, the student stated, "Always ask questions if you need clarification. Try to understand and concentrate on the subject you are reading and take notes if necessary". The student's quality point average grew from average to a near perfect point. On the standardized reading evaluation the student grew one grade level in vocabulary and did not change in comprehension.

The twenty-first student showed a loss of 4 percent in self concept. In the open ended subjective success questionnaire, the student stated, "The English language is so confusing and sometimes unnecessary". Although this was the

student's first semester in college his quality point average was above average. The standardized reading evaluation indicated a growth of three grade levels in vocabulary and a two grade level growth in comprehension.

The twenty-second student showed no change in self concept. In the open ended subjective success questionnaire, the student stated,"I realize that I can continue developing skills on my own, but I'm not sure of my self-discipline. I might take a vocabulary course and speed reading". Although this was the student's first semester in college he recorded well above average in quality points. The standardized reading evaluation indicated a growth of two grade levels in vocabulary but a loss of half a grade level in comprehension.

The twenty-third student showed a 2 percent change in a negative direction for self concept change. In the open ended subjective success questionnaire, the student stated, "I found great success through this program. I really enjoyed all that was done for me to help me be a better student". Although this was the student's first semester in college he earned a better than average quality point average. The standardized reading evaluation indicated a grade level growth in vocabulary and a two grade level growth in comprehension.

The twenty-fourth student showed a self concept change of 9 percent in a positive direction. In the open ended subjective success questionnaire, the student stated,"I found success through the new words that I learned". Although this was the student's first semester in college he earned an above average quality point average. The standardized reading evaluation indicated a two grade level growth in vocabulary and a growth of four grade levels in comprehension.

The twenty-fifth student showed no growth in self concept. In the open ended subjective success questionnaire, the student stated, "I feel I learned

a lot". The student's quality point average dropped to an above average level; however, the number of credit hours was tripled. The standardized reading evaluation indicated a two grade level growth in vocabulary and a three grade level growth in comprehension.

The twenty-sixth student showed a positive self concept growth of 11 percent. In the open ended subjective success questionnaire, the student stated, "For me, this program was successful in teaching me reading comprehension and speed. Since I started I have been improving all the time. The vocabulary did not seem to help me much because it seemed boring and I knew most of the words". Although this was the student's first semester in college he earned an above average quality point average. The standardized reading evaluation indicated a growth of one grade level in vocabulary and a four grade level growth in comprehension.

The twenty-seventh student recorded a negative change in self concept of 23 percent. In the open ended subjective success questionnaire, the student stated, "I think this program was quite successful. The program helped me out in vocabulary quite a bit". No comparison of quality point average could be made for this student because this was his first semester in college. The standardized reading evaluation indicated a loss of one grade level in vocabulary and a loss of half a grade level in comprehension.

The twenty-eighth student recorded a negative change in self concept of 4 percent. In the open ended subjective success questionnaire, the student stated, "I found that now I can understand very easily the way people talk. I increased my vocabulary a little bit. I learned the way to study in college and I am successful in my classes". No comparison of quality point average could be made for this student because this was his first semester in college.

The standardized reading evaluation indicated a minimal growth in vocabulary with a loss of a grade level in comprehension.

The twenty-ninth student lost 4 percent in self concept. In the open ended subjective success questionnaire, the student stated, "I feel by being in this program I was brought to understand that all I need to do is to put forth effort to achieve a faster reading speed. By keeping track of my speed and extent of reading, I am sure of my improvement". No comparison of quality point average could be made for this student because it was his first semester in college. The standardized reading evaluation indicated a two grade level growth in both vocabulary and comprehension.

The thirtieth student showed a loss of 3 percent in self concept. In the open ended subjective success questionnaire, the student stated, "I have learned many things about college life compared to high school life. It's a whole different world. This course helped me adjust to college and improved my comprehension". Although this was the student's first semester in college he earned an average quality point score. The standardized reading evaluation indicated a two grade level growth in both vocabulary and comprehension.

The thirty-first student scored a self concept growth level of 41 percent. In the open ended subjective success questionnaire, the student stated, "I have been more successful in spelling and it shows on my English papers". No comparison of quality point average could be made for this student because this was his first semester in college. The standardized reading evaluation indicated a two grade level growth in vocabulary and a half grade loss in comprehension.

The thirty-second student's percent growth in self concept was 49 percent. In the open ended subjective success questionnaire, the student stated, "In the

course of this semester, I have increased my reading speed by about 75 words per minute. I also increased my grades in other classes considerably". The student's quality point average grew from below average to considerably above average. The standardized reading evaluation indicated a two grade level growth in vocabulary and a minimal loss in comprehension.

The thirty-third student's percent growth in self concept did not change during the study. In the open ended subjective success questionnaire, the student stated, "I have learned new things and new ways to read faster. It was a pleasure learning in this class". No comparison of quality point average could be made for this student because this was his first semester in college. The standardized reading evaluation indicated a half grade loss in each area: vocabulary and comprehension.

The thirty-fourth student showed a negative growth in self concept of 5 percent. In the open ended subjective success questionnaire, the student stated, "I liked the way the class was presented because I could move at my own speed in my interest area". A drop in quality point from above average to average was accompanied with an increase of more than doubled class hours. The standardized reading evaluation indicated a growth of three grade levels in vocabulary and a growth of one grade level in comprehension.

The thirty-fifth student showed a self concept growth of 47 percent. In the open ended subjective success questionnaire, the student stated, "My feelings toward this course are grateful; I have listened to tapes which helped me schedule my time and read boring textbooks. I've learned to read with more understanding. The room had the right atmosphere for learning". Although this was the student's first semester in college he earned an above average quality point score. The standardized reading evaluation indicated that the student grew more than one grade level in vocabulary and showed minimal growth in comprehension.

The thirty-sixth student showed no self concept change. In the open ended subjective success questionnaire, the student stated, "I have learned to realize when I needed to learn something and how to read and pick out the things I wanted to know". No comparison of quality point average could be made for this student because this was his first semester in college. The standardized reading evaluation indicated a loss of one grade level in both vocabulary and comprehension.

The thirty-seventh student lost 6 percent in self concept. However, in the open ended subjective success questionnaire, the student stated, "I feel that this course has helped me in the following ways: (1) to get more out of reading my textbooks and (2) to recognize and define more words". No comparison of quality point average could be made for this student because this was his first semester in college. No significant change was noted in the grade levels reported by the standardized reading evaluation.

The thirty-eighth student gained 14 percent in self concept. In the open ended subjective success questionnaire, the student stated, "Through the program it has helped me understand the meaning of words. My vocabulary has improved as has my understanding of what I read". No comparison of quality point average could be made for this student because this was his first semester in college. The standardized reading evaluation indicated no significant growth in vocabulary or comprehension.

The thirty-ninth student showed no change in self concept. In the open ended subjective success questionnaire, the student stated, "I feel I have been successful in class". No comparison of quality point average could be made for this student because this was his first semester in college. The standardized reading evaluation indicated a grade and a half growth in vocabulary and no change in comprehension.

The fortieth student's percent of change in self concept was 21 percent in a positive direction. In the open ended subjective success questionnaire, the student stated, "I have improved my knowledge greatly". There was a slight drop in the student's quality point average caused by a poor grade in a beginning sign language course. No change was realized in either vocabulary or comprehension by the standardized reading evaluation.

The forty-first student's percent of change in self concept was 52 percent in a positive direction. In the open ended subjective success questionnaire, the student stated, "I have learned to take notes from my reading in such a way that it is easy to study. I have learned to concentrate longer and learn more easily". No comparison of quality point average could be made for this student because this was his first semester in college. The standardized reading evaluation indicated one grade level growth in vocabulary but a two grade level loss in comprehension.

The forty-second student's self concept growth was 3 percent. In the open ended subjective success questionnaire, the student stated, "This course has helped me read faster and remember more". No comparison of quality point average could be made for this student because this was his first semester in college. The standardized reading evaluation indicated a growth of one grade level in both vocabulary and comprehension.

The forty-third student had a self concept growth of 35 percent. In the open ended subjective success questionnaire, the student stated, "I am truly grateful for this reading program. I am able to read better and comprehend longer. This has improved my understanding of grammar". Although this was the student's first semester in college he earned a quality point average higher than average. The standardized reading evaluation indicated a four grade growth in vocabulary but a grade loss in comprehension.

The forty-fourth student's self concept grew 4 percent in a positive direction. In the open ended subjective success questionnaire, the student stated, "In some ways I was very successful, in other ways, no! But if not, it's only because of my personal efforts or lack of them. At first, I wanted to learn how to speed read but then I thought it was not so important and I like my slower reading style. I enjoy reading short stories knowing I can be satisfied with the whole story without feeling obligated to read some strung out thick book". Although this was the student's first semester in college he achieved a higher than average quality point standing. The standardized reading evaluation indicated a grade level growth in vocabulary and a two grade level growth in comprehension.

The forty-fifth student's self concept growth was 44 percent. There was no comment made on the open ended subjective success questionnaire. Although this was the student's first semester in college he achieved an average quality point standing. No change was recorded by the standardized reading evaluation.

The forty-sixth student's self concept grew 14 percent. In the open ended subjective success questionnaire, the student stated, "Through this program I have been able to enhance my reading comprehension. The original goal was to be able to understand what I was reading. I feel I have accomplished my goal". Although this was the student's first semester in college he accomplished an average quality point level. The standardized reading evaluation indicated two grade level growth in vocabulary and a growth of three grade levels in comprehension.

The percent of change for the forty-seventh student was 10 in a negative direction. In the open ended subjective success questionnaire, the student

stated, "I have learned more vocabulary and recognize more grammar in their use. I can carry my learning into my English class". No comparison of quality point average could be made for this student because this was his first semester in college. The standardized reading evaluation showed no significant change in vocabulary nor comprehension.

The forty-eighth student's percent change in self concept was 11 percent in a negative direction. In the open ended subjective success questionnaire, the student stated, "My vocabulary has improved and this has given me more joy in writing. I find it easier to write essays in my English class". Although this was the student's first semester in college an average quality point was achieved. The standardized reading evaluation indicated no growth in vocabulary but a two grade level growth in comprehension.

The percent of change for the forty-ninth student in self concept was 8 percent in a positive direction. In the open ended subjective success questionnaire, the student stated, "I was surprised to learn how interesting college could be. My personal success has given me more self confidence. After being out of school so long, I was apprehensive about going back to school. Now I find that it's exciting. I feel more like a person than I did before". Although this was the student's first semester in college an average quality point was achieved. The standardized reading evaluation indicated no significant change in vocabulary or comprehension.

CONCLUSION

A measurable level of success can be realized by high risk students in a basic skills development class within the community college. More than 70 percent of the students in the study maintained or improved their self concept as measured by the nationally standardized instrument. For these high risk students, 4 percent received lower quality point averages while 48 percent earned an average or above average quality point average.

Vocabulary and reading comprehension growth was realized by 64 percent and 46 percent of the students respectively. The relation of a student's growth is not always directly reflected in the student's quality point average; however, when the circumstances of the semester are taken into consideration, a growth relationship can be seen.

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